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ABSTRACT

In 1989, at the General Membership Meeting held during the annual conference of the National Association for Bilingual Education (NABE), members approved a formal resolution calling for the development of national standards for the preparation of bilingual/multicultural teachers. The standards presented in this document represent the culmination of work following that resolution; they represent standards for teachers in the United States only. It is noted that quality education for language-minority students can be realized only when the larger school environment addresses the unique educational needs of these students. Six standards are presented in the following categories: (1) institutional resources, coordination, and commitment; (2) recruitment, advisement and retention of potential teachers; (3) bilingual/multicultural coursework and curriculum; (4) language proficiency in English and non-English languages and abilities to teach in those languages; (5) field work and practicum experiences in bilingual/multicultural classrooms. Specific objectives and 10 to 15 indicators are provided for each of the 6 standards. (LB)

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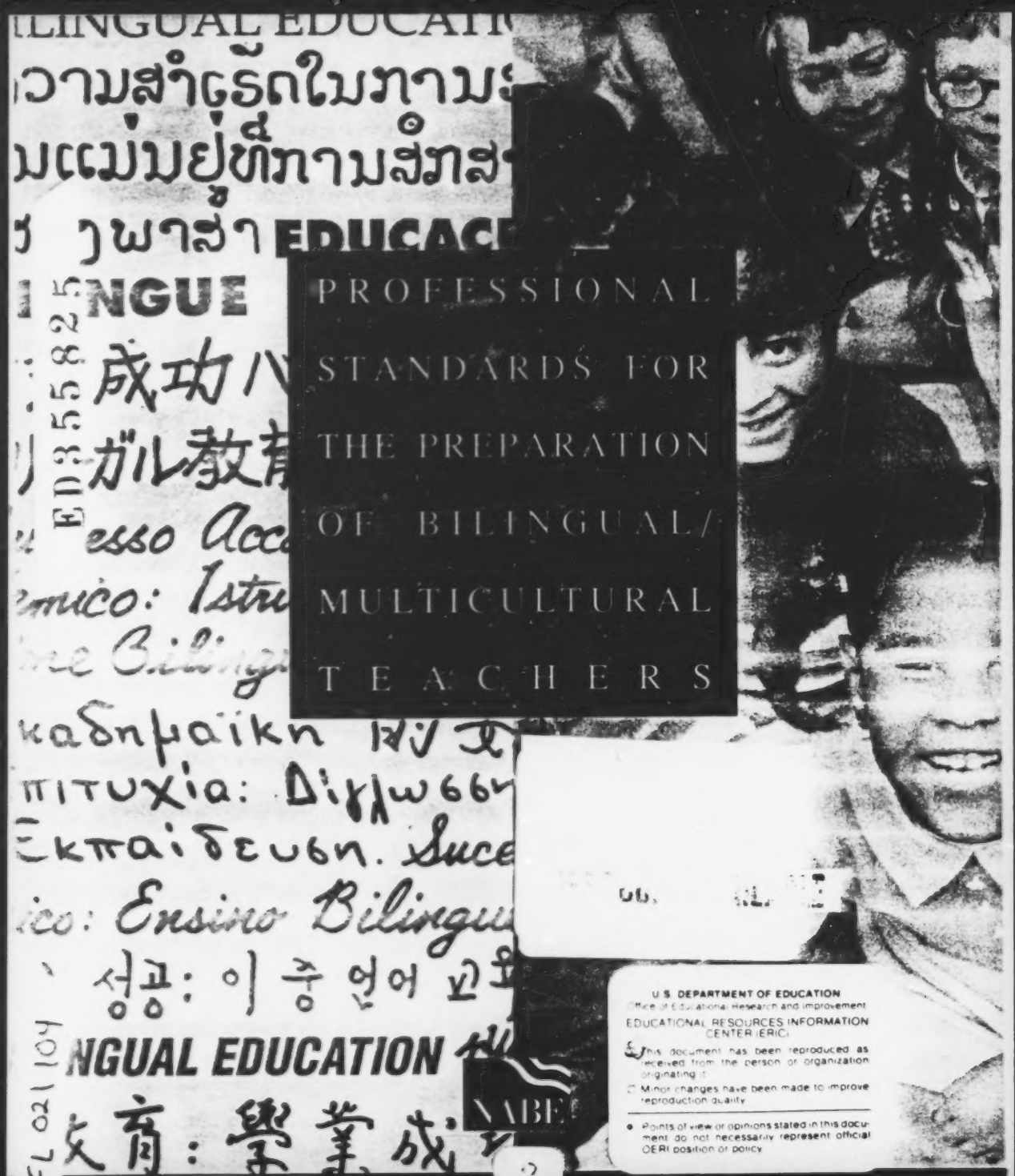
PROFESSIONAL STANDARDS FOR THE PREPARATION OF BILINGUAL/ MULTICULTURAL TEACHERS
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PREFACE

In 1989, at the General Membership Meeting held during the Annual National Association for Bilingual Education (NABE) Conference in Miami, NABE members approved a formal resolution calling for the development of national standards for the preparation of bilingual/multicultural teachers. Soon after, the NABE Executive Board appointed an ad hoc committee chaired by Dr. José Agustín Ruiz-Escalante for the purpose of developing such standards. This ad hoc committee originally consisted of four individuals all of whom are professors and/or practitioners in the field of bilingual/multicultural education. The committee was later expanded to include the NABE Executive Board and National Office staff.

The standards for bilingual/multicultural teacher preparation presented in this document represent the culmination of countless hours of work on the part of the original ad hoc committee. Therefore, it is only fitting that this document be prefaced by stating NABE's grateful recognition of the committee members whose ideas and dedication to the profession led to the completion of this first set of national standards. Members of the committee included:

Dr. José Agustín Ruiz-Escalante
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As an additional preface to this document, several other comments need to be made. First, this document only addresses standards for the preparation of bilingual/multicultural teachers in the U.S. National standards for the preparation of teachers of English as a Second Language are being prepared by the national TESOL organization and NABE supports this effort.

Second, NABE recognizes that quality education for language-minority students can only be realized when the larger school environment is prepared to address the unique educational needs of this population. The larger school environment includes school administrators, nonbilingual teachers, para-professionals, school

counselors, librarians, etc. NABE recognizes that the development of national standards for the preparation of ALL professional educators working with language-minority students is highly desirable. However, it is currently beyond the scope of this document.

NABE chose to begin to develop national standards for the preparation of bilingual/multicultural teachers first for several important reasons. Bilingual/multicultural classroom teachers are the key professionals in the education of language-minority children and other children. They communicate most directly with these students and their parents. They organize educational experiences, direct para-professionals, advise the larger school community and establish communication links between the school and home. The creation and implementation of national standards for the preparation of bilingual/multicultural teachers, therefore, has the greatest potential for directly improving the quality of instruction for language-minority students, and indirectly changing the larger school environment. Further, bilingual/multicultural teachers often have opportunities to extend language learning opportunities to native English-speaking children in their classrooms, thus expanding opportunities for all students to become bilingual and biliterate.

Finally, during the preparation of this document, similar documents relating to professional education standards were reviewed. These included:

Guidelines for the Preparation and Certification of Teachers of Bilingual-Bilingual Education
Center for Applied Linguistics, Washington D.C., 1974.

Draft Standards for German Teachers
The American Association of Teachers of German, Cherry Hill, NJ, March 1992.

Draft Standards for the Education of K-12 Language Minority Students for the 1990's and Beyond
Teachers of English to Speakers of Other Languages (TESOL), Alexandria, VA, February 1992.

Proposed Standards for Multiple and Single Subject Teaching Credentials with a Cross-cultural, Language and Academic Development Emphasis
State of California Commission on Teacher Preparation and Licensing, Sacramento, CA, August 1991.

NABE gained much insight and useful information from each of these documents and has utilized pertinent information in the preparation of the standards contained herein. NABE gratefully acknowledges these colleagues and their organizations for their willingness to share ideas in the spirit of cooperation and collaboration for the betterment of the education profession.

Kathy Escamilla, October 1992

BACKGROUND AND INTRODUCTION

The standards set forth in this document primarily apply to the preparation of bilingual/multicultural teachers in the U.S. They are intended to assist institutions of higher education and other educational institutions in the design, implementation, and evaluation of programs for the preparation of bilingual/multicultural education teachers. The standards herein apply only to the preparation of bilingual/multicultural teachers and not all teachers in bilingual education programs which, many times, include English-medium teachers. Preparation programs for all teachers, however, should meet as many of these standards as possible.

Although official estimates vary, there are in excess of 7.5 million school-aged children in the U.S. whose home language is other than English (*NABE News*, Vol. 14, No. 6, May 1991). Further, it is estimated that this population will grow by at least 35% by the year 2000. Domestically, American society is becoming increasingly more diverse and will continue to do so well into the next century.

The large and rapidly growing population of language-minority students, combined with the knowledge that there is a direct link between quality of teacher preparation and efficacy of instructional programs, establishes a strong need for national standards for the preparation of bilingual/multicultural teachers. However, the need for quality bilingual/multicultural teachers should not be limited to educational programs solely for language-minority students. Internationally, the U.S. is now inextricably linked to economic, social and political events around the world. Consequently the goal of a literate citizenry cannot be limited to English. American literacy must extend to languages other than English.

This document and NABE, therefore, adopt the broad view that all children in the United States can and should become bilingual and biliterate and that the ultimate goals of all education programs should include the development of bilingualism, biliteracy, and multicultural perspectives.

This document, then, places bilingual education programs and the need for national standards for the preparation of bilingual/multicultural education teachers in the larger vision of education for all students and not as a separate or compensatory program designed only for students whose native language is other than English.

Given this broad view, the standards contained herein first recognize that preparation programs for bilingual/multicultural teachers must have the organization, cohesion, structure and institutional support that is necessary to insure quality and excellence in any teacher preparation program.

Further, standards related to the preparation of bilingual/multicultural teachers must include standards that pertain to all teachers. That is, bilingual/multicultural teachers should be expected to be top quality educators for all children. Accordingly, bilingual/multicultural teachers should have the same quality of academic preparation as all teachers. In addition, preparation programs for bilingual/multicultural teachers need to meet additional standards related to proficiency in non-English languages, cultural diversity and bilingual and second language pedagogy.

Because of the great variation of teacher preparation programs in educational institutions which might undertake the preparation of teachers for bilingual/multicultural programs, the standards contained herein do not attempt to work out a set curriculum, a specific series of course titles, or suggested numbers of required course hours. Instead, this document attempts to formulate standards upon which such programs of teacher preparation should rest.

It is hoped that the implementation of institutional standards will provide the opportunity and experience which result in the development of the knowledge, skills, attitudes and personal qualities that bilingual/ multicultural teachers need to be effective. To implement these standards NABE proposes the following:

1) widespread dissemination of the standards to universities and colleges with bilingual/multicultural teacher preparation programs to help guide their efforts in the development and improvement of these programs;

2) collaboration with organizations such as NCATE to incorporate these standards into their current accreditation criteria;

3) dissemination to state directors of bilingual/multicultural education and state evaluation teams who monitor professional preparation programs at the state level;, and

4) dissemination via NABE conferences and state meetings to practicing bilingual educators in school districts across the country. These standards can be used to guide their staff development efforts and their recruitment and hiring activities.

Professional Standards for the Preparation of Bilingual/Multicultural Teachers represents both a policy and a pedagogical statement by NABE. On one level, it can be read as a statement of professional philosophy. On another level, it contains assessable standards stated, as indicators, for teacher preparation programs. Both standards and indicators include overall program structure and organization, student identification and student services, coursework, field work and program evaluation.

Finally, neither this document nor any similar document is ever really finished. It represents current thinking with regard to standards for the preparation of bilingual/multicultural teachers. As the field changes and evolves, however, it is important that this document be revised and periodically rewritten in order to meet the needs of an ever changing student population and the concomitant needs of an evolving profession.

STANDARD 1

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Institutional Resources, Coordination and Commitment

To be well prepared as teachers, potential teacher candidates need to experience programs that are designed cohesively on the basis of a rationale that makes sense, has a logical progression and sequence of course-work, and field experiences that are coordinated effectively. Cohesive programs are characterized by the following:

1) an administrative and governance structure that enables the program to resolve administrative needs promptly;

2) adequate resources, both human and material, to insure that the bilingual/ multicultural teacher preparation program is equivalent in stature to other teacher preparation programs;

3) qualified persons teach all courses and supervise all field experiences in each program of professional preparation; and

4) an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff.

INDICATORS

- The program has an organizational structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, pedagogical instruction, early field experiences, and student teaching, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.

- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences.

- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).

- Administrators of the institution support the goals and purposes of the program; the program coordinator is included in appropriate institutional decision-making bodies; and the actual administrative needs of the program are fulfilled promptly.

- The institution has effective procedures to quickly resolve grievances and issues raised by faculty, students and staff.

- The administrative procedures for the bilingual/multicultural teacher preparation program, including record keeping, meet the requirements and procedures established for all other teacher prepartion programs.

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.

- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.

- Faculty representing the bilingual/multicultural program are represented in both probationary and tenured positions.

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.

- Faculty who supervise field work experiences in bilingual/multicultural education possess the language skills and cultural knowledge and sensitivity that are essential to supervise teachers performing in English and the language of emphasis for bilingual/multicultural programs.

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates and graduates.

- Faculty members use evaluations to improve instruction in the program and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.

- The institution recognizes excellence as a teacher, supervisor or advisor by appointing and promoting faculty members who serve in the program.

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.

- The opportunities for community involvement in program evaluation and development are meaningful, substantive and appropriate to the linguistically diverse population of students.

STANDARD 2

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Recruitment, Advisement and Retention of Potential Teachers

Bilingual/multicultural teachers are first and foremost educators. As such, their academic preparation must meet standards that are comparable to those institutional standards required of any individual selecting teaching as a profession. In addition, bilingual/multicultural teachers service an expanded audience which is multiracial, multilingual, and multiethnic. Therefore, bilingual/multicultural teachers must meet additional standards with regard to proficiency in non-English languages and competence in cross-cultural and second language teaching.

Institutions which have bilingual/multicultural teacher preparation programs must first insure that potential teachers have the academic, linguistic, cultural and personal qualifications to become quality educators. Once identified, institutions have the responsibility to provide adequate recruitment, advisement and support services for potential bilingual/multicultural teachers to insure that promising candidates enroll in and complete their program and that candidates who cannot meet program standards are counseled out of the program.

INDICATORS

- The institution uses multiple resources to define academic preparation and achievement for candidates applying to teacher preparation programs.
- The institution uses multiple procedures for determining an applicant's personal qualities and pre-professional qualifications including personal interviews with candidates and written evaluations of their pre-professional experiences with linguistically and culturally diverse children and youth.
- The institution has an admissions panel for the bilingual/multicultural teacher preparation program which reflects the diversity of the institutional area and adheres to the principles of equal educational opportunity in the admissions process.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity, language and individuals with handicapping conditions.

- The institution documents the English and non-English language proficiency of potential teachers and offers a variety of options to determine the language proficiency of a candidate upon entering the teacher preparation program.

- The institution provides opportunities during the teacher preparation program for potential teachers to improve and further develop both their English and non-English language proficiencies.

- The institution has multiple criteria and procedures to document the non-English language proficiency of bilingual/multicultural teachers upon completion of the program (see Standard 1).

- Upon entering the teacher education program, each candidate is informed in writing, early in the program about:

    - the program's prerequisites and goals;
    - program coursework and fieldwork requirements; and
    - specific standards and deadlines for making satisfactory progress in the program.

- Upon entering the teacher education program, each candidate is informed in writing, early in the program, about:

    - advisement services, assessment criteria and candidate appeal procedures;
    - individuals who are responsible for program coordination and advisement and assessment of candidates; and
    - individuals who are responsible for administering student financial aid programs on campus.

- Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.

- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of program.

- The program provides opportunities for students to develop and/or improve their language and cultural competencies.

- The program encourages and makes candidates aware of opportunities to develop skills in a second language.

- The program reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to be teachers or unlikely to become competent, and considers candidate appeals.

STANDARD 3

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Bilingual/Multicultural Coursework and Curriculum

In order to achieve desired levels of professional competence, potential bilingual/multicultural teachers must have opportunities to acquire knowledge and skills that are necessary to serve their students responsibly. They must also have opportunities to apply these skills in classroom situations under the guidance and supervision of qualified mentors and master teachers. Coursework should be offered and structured in such a way as to provide an opportunity for bilingual/multicultural teachers to develop the philosophical and methodological perspectives that underlie professional competence. Such preparation includes:

1) pre-professional academic preparation;
2) history and foundations of education with a emphasis in bilingual/multicultural education;
3) curriculum development including the need to adapt and revise curriculum for diverse populations;
4) classroom management and instructional methods and techniques with a focus on methods and materials for bilingual/ESL classrooms;
5) assessment;
6) theories and applications of second language teaching; and
7) linguistic and cultural issues related to language-minority students in the U.S.

INDICATORS

Each institution which prepares bilingual/multicultural teachers should have a required standard for pre-professional academic preparation as well as a required sequence of professional education courses and field experiences. Salient features of coursework in each area of the curriculum identified above include:

- Pre-professional academic preparation which provides a broad foundation in the liberal arts with a concentration in one or more content areas.

- Coursework in history and foundations of education which includes the following:

  - ❖ philosophy, theory, and history of bilingual education in the U.S.;

  - ❖ history and philosophy of education in America and its effects on the general population;

- ❖ legal issues in the education of children in the U.S; and
- ❖ legal issues in the education of language-minority children in the U.S.

■ Curriculum development and adaptation courses which include:

- ❖ strategies for organizing the curriculum into meaningful and relevant units;
- ❖ knowledge of state and local curriculum requirements and guidelines;
- ❖ developing literacy across the curriculum;
- ❖ major philosophies of curriculum development and organization;
- ❖ developing a curriculum that fosters critical thinking skills;
- ❖ procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs; and
- ❖ strategies to develop, acquire, adapt and evaluate materials appropriate to the bilingual/ multicultural classroom.

■ Instructional methods courses which include teaching in English and non-English languages and developing a large repertoire of active teaching/learning strategies. Salient features of such coursework include:

- ❖ developing teaching strategies appropriate to distinct learning styles and developmental levels of students;
- ❖ knowing how culture affects students' learning style;
- ❖ developing abilities to organize, plan and teach specific lessons in required curriculum areas using the appropriate terminology in English and the target non-English language;
- ❖ developing a knowledge base and teaching strategies related to the basic elements and methodologies best suited to the development of literacy, mathematics, social studies, science, art, music and physical education;

- ❖ developing an ability to utilize innovative teaching techniques effectively and appropriately in the various content areas and in two languages. Innovative techniques include:

  - inquiry/discovery techniques
  - individualized, small group and large group instruction
  - learning centers
  - uses of media and audio visual materials
  - uses of computer technology to assist instruction
  - instructional analyses
  - team teaching and cross-age grouping

- ❖ developing an awareness of the way in which a learner's culture should permeate all areas of the curriculum;

- ❖ developing a knowledge of effective classroom management strategies;

- ❖ developing an ability to work effectively with paraprofessionals; and

- ❖ developing an ability to identify and utilize available community resources in and outside the classroom.

■ Coursework in assessment should develop a perspective on assessment issues related to all students in general and language-minority students in particular. Concepts related to assessment include:

- ❖ recognizing potential linguistic and cultural biases in assessment instruments including standardized tests;

- ❖ developing an ability to utilize alternative assessment measures including portfolio and authentic assessment;

- ❖ developing an understanding of the relationship between assessment and instruction and utilizing continuous assessment as part of the learning process;

- ❖ developing an ability to assess student language proficiency in both native and second language, including oral and written language, as well as various language domains and dialects;

- ❖ developing an in-class management system to assess student achievement in relation to objectives of instruction;
- ❖ promoting and encouraging student self-assessment of their skills and abilities; and
- ❖ developing an ability to do self-assessment and self reflection of teaching strategies and value systems and beliefs as they relate to students.

- Theories and applications of second language teaching (see Standard 4).
- Linguistic and cultural issues related to language-minority students in the US. Coursework in this area should enable potential bilingual/multicultural teachers to do the following:
  - ❖ recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions;
  - ❖ understand basic concepts regarding the nature of language;
  - ❖ understand the nature of bilingualism and the process of becoming bilingual;
  - ❖ understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program;
  - ❖ identify and understand regional, social, and developmental varieties in the child's language(s) at the phonological, grammatical, and lexical levels;
  - ❖ identify and understand structural differences between the child's first and second languages;
  - ❖ respond positively to the diversity of behavior involved in cross-cultural environments;
  - ❖ develop awareness in the learner of the value of cultural diversity;
  - ❖ prepare and assist children to interact successfully in a cross-cultural setting;
  - ❖ recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives;

- ❖ assist children to maintain and extend identification with and probe in the mother culture; and

- ❖ understand, appreciate and incorporate into activities, materials and other aspects of the instructional environment:

  - the culture and history of the group's ancestry;

  - contributions of the group to history and culture of the United States; and

  - contemporary life style(s) of the group.

- Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.

- Know the effects of cultural and socioeconomic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization.

STANDARD 4

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Language Proficiency in English and Non-English Languages and Abilities to Teach in Those Languages

Teacher preparation programs for bilingual/multicultural education should recruit students who have proficiency in English and at least one non-English language. During the teacher preparation program, the institution should provide opportunities for candidates to further develop proficiency in both English and non-English languages via coursework in the non-English language and field work and travel opportunities where candidates utilize both languages to communicate and teach.

Effective bilingual/multicultural teachers have a command of English and a non-English language that allows them to conduct classes in either language with ease and confidence, regardless of level of instruction. This includes using appropriate and varied language at high levels of accuracy and fluency. Bilingual/multicultural teachers understand and accept dialectic differences in students and their families. Further, these teachers have the ability to serve as translators and interpreters for their students and their families.

INDICATORS

Indicators of language competence in non-English languages include all language modalities (listening, speaking, reading, and writing) and may be demonstrated by having lived and worked in areas of the U.S. where these languages are commonly spoken or other countries where the language is spoken. In all cases, indicators of language competency should include formal study of the language. Indicators of non-English language competence may be demonstrated in one of the following ways:

- For widely spoken world languages such as Spanish, Chinese, or French, a standardized measure such as the ACTFL Advanced Level Exam may be used. In states that have developed their own measures of linguistic competence, these criteria may be used in lieu of the ACTFL. For some students, portfolios and/or other alternative measures may be deemed to be more appropriate.

- For languages such as Cambodian, Vietnamese, or Farsi, that are less commonly spoken and for which exams such as ACTFL may not be available, competence can be demonstrated via Foreign Service Institute (FSI) speaking, reading and writing criteria that have been developed by a panel of native speakers of the language.

- For Native American languages which have locally developed tribal standards for language proficiency, tribal standards may be used.

- For teachers who have received at least five years of formal education in another country at or above the high school level, transcripts of coursework can be used in lieu of other criteria.

The majority of teachers wishing to teach in the United States will demonstrate proficiency in English by completing a course of study in a teacher education program which is predominantly taught in English. For teachers who complete formal education programs in other countries and who wish to teach in the United States, English proficiency can be demonstrated by passing English competency exams offered by state teacher certification offices or upon completion of college coursework in the U.S. to meet state certification requirements.

Experiences leading to or indicating pedagogical competence in teaching in English and a non-English language can be demonstrated through coursework and field experiences that include the following:

- Courses in second language acquisition theory and second language pedagogy that focus on second language teaching and on the integration of language and content;

- Curriculum development and experiences in teaching that link language learning and content development;

- Classroom experiences in teaching English as a Second Language and Sheltered English;

- Courses in teaching literacy in the native language;

- Courses in content areas taught in the native language; and

- Coursework in theories of first and second language learning and differences between child and adult language learning and their implications in the classroom.

STANDARD 5

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Field Work and Practicum Experiences in Bilingual/Multicultural Classrooms

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual/multicultural environment, it is essential that a portion of **every** teacher's preparation program include on-site supervised teaching experience in bilingual/multicultural classrooms. Supervised practice teaching provides a cultural link between theory and practice and offers candidates crucial opportunities to apply concepts learned in coursework with real students. Further, such experiences offer opportunities for constructive feed-back, support and mentoring necessary for professional growth and development.

INDICATORS

- The field experience includes structured observation by both school site and university staff.
- The field experience occurs in multiple settings that provide an opportunity for interaction and work with children from a variety of ages and developmental levels, and who reflect social, cultural and linguistic diversity.
- Classroom teacher and university supervisors who supervise candidates' field experiences are themselves bilingual/multicultural teachers and have had academic preparation and successful experience in teaching children from diverse linguistic and cultural backgrounds.
- Supervisors from both the university and school district have skills in observation and coaching techniques and can successfully foster learning in adults.
- The college or university recognizes and rewards district level supervisors for their services through incentives such as tuition credits, conference attendance allowances or instructional materials and stipends.
- The support and assessment of each candidate is coordinated regularly and effectively between the candidate's supervising teachers and university or college supervisors.

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- Candidates in field experiences are given regular feed-back in writing regarding their performance including their strengths and weaknesses and constructive specific suggestions for improvement.

- Each candidate effectively fulfills the typical responsibilities of teaching which include preparation of lesson plans, instruction and organization, classroom management, meeting school deadlines, keeping accurate records of student work and parent/family contacts.

- Each candidate completes a graduated series of field experiences that conclude with full day teaching responsibilities.

- Candidates for advanced degrees have practicum experiences built into their degree programs.

STANDARD 6

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Life-Long Learning and Commitment to Professional Involvement

To become fully professional, bilingual/multicultural teachers must develop a commitment to the profession that extends beyond the initial teacher preparation period and into their professional development as educators. In order to establish the motivation and guidance for continued professional development, teacher education programs must provide information, opportunities and support for continued professional growth.

INDICATORS

Experiences that are indicators of a commitment to life long learning will vary by individual teachers' strengths and interests. Institutions of higher education, however, can nurture and continue to develop individual interests by establishing partnerships with candidates and schools that continue after initial preparation and include:

- Opportunities for teachers to pursue graduate or advanced degrees after initial certification.
- Opportunities to be involved in on-going research projects in the area of bilingual/multicultural education.
- Opportunities to participate in bilingual/multicultural teacher support groups which encourage reading of professional journals and/or magazines in order to keep current in the field and/or participating in peer and expert coaching experiences and peer assisted reviews in order to continue to develop new approaches for instruction.
- Opportunities to publish their ideas or insights in professional journals. Information about how to join and be an active member in a professional organization.
- Participating and/or presenting at professional conferences.
- Serving as a cooperating teacher, mentor or master teacher to students in initial preparation programs.

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